



# 2008 Education Programs

## FACE TO FACE

2008 promises to be a banner year for education at Mount Rushmore National Memorial. This is the dawn of the Interpretation and Education Renaissance in the National Park Service. In almost 400 National Park units, park rangers will be expanding education outreach from now until 2016, the centennial of the National Park Service. We are working together to focus on national education objectives as well as to develop the details of individual park projects in order to reach new and diverse audiences and to engage people to make enduring connections to America's special places. We believe the wisdom gained at sites rich in natural and cultural history adds to the quality of life for our young people, the future stewards of our national parks.

We are lucky to have in our South Dakota neighborhood

such a special place that is known as an "icon park," showcasing, as the father of interpretation Freeman Tilden said, "the wonders of nature's work and the act and work of man." We delight in sharing park experiences with your students as they discover the history of our mountain and the meaning of our memorial. Through classroom programs, field trips to the park, and interactive video conferences, students discover more than they expect, forge personal understandings, and when we do our job right, come up with more questions than answers about our national landscape and our national story.

This year we are adding classroom opportunities for middle and high school students, expanding our distance learning curriculum, publishing a new children's book, *Face to Face with Mount Rushmore*, and advancing



our Mountains of History teacher institute with new on-line learning modules that accompany on-site workshops and field trips to historic sites.

We tell our students that the Rushmore presidents look at us as we look at them and ask, "What are the possibilities?" We hope you discover new possibilities for you and your students through education partnerships with Mount Rushmore.

- Rhonda Buell Schier  
*Acting Chief of Interpretation*

## FIELD TRIPS TO MOUNT RUSHMORE

Mount Rushmore National Memorial welcomes school groups throughout the year for self-guided tours that include the Lincoln Borglum Museum, *Mount Rushmore - the Shrine* and *the Wild Side* movies and the half mile Presidential Trail. During our Field Trip Season, April 14 through May 16, school groups may participate in a ranger led activity in the historic Sculptor's Studio. These ranger talks are available by reservation only.

To help defray the cost of school bus parking at Presidential Parking, the Mount Rushmore History Association provides bus parking scholarships, pending availability of funds, April 14 through June 1.



**To reserve a ranger program or to apply for a bus parking scholarship, please see our website at [www.nps.gov/moru](http://www.nps.gov/moru)**

# RUSHMORE RANGERS IN THE CLASSROOM

January 21 - April 11

Education outreach programs are designed to support South Dakota curriculum content standards and are available free of charge to Black Hills area schools.

To request a classroom program, please find the application online at [www.nps.gov/moru](http://www.nps.gov/moru)

## KINDERGARTEN

**Kindergarten Rocks**  
**Ranger Betty**  
**30 minutes**

Students will be introduced to Moh's Hardness Scale as a model for classifying rocks soft to hard. Children will experience clay as a hands-on molding medium. Granite will be introduced as a long-lasting medium suitable for sculpting the colossal Mount Rushmore. Students will examine rock samples and close-up photographs of minerals. They will complete a coloring page to help them identify mica, quartz and feldspar in granite. *Kindergarten Earth/Space Science Standard K.E.1.1. Students describe simple Earth patterns in daily life. Example: Explore rocks.*

## FIRST GRADE

**Wrapped up in the Meaning of Our Flag**  
**Ranger Blaine**  
**30 minutes**

Does a symbol mean the same thing to all people? Through classroom interaction students will begin to understand what symbols are, that symbols mean different things to every person, and that being a good classmate and citizen helps us appreciate that citizenship requires understanding different perspectives. Students will explore the history of the American flag as a symbol and practice its protocol. In a pre-visit activity students bring a symbol to class and share its personal meaning. In a post-visit activity, students design a personal flag. *First grade Civics Standard 1.C.1.1. Students identify American symbols and landmarks. Example: the flag, Crazy Horse. 1.C.2.2. Identify attributes of good citizenship.*

## SECOND GRADE

**Young Abraham Lincoln**  
**Ranger Ed**  
**45 minutes**

Through the exploration of the childhood through the presidency of Abraham Lincoln and the making of a book, students will learn what life was like in the early 1800's and compare and contrast living conditions of that era to those of the present. The students will learn about the education, homes, food and clothing of that time period and be able to make inferences about needs for the future. Students will examine conditions that led to Lincoln's leadership. *U.S. History Standard 2.US.1.1. Place important historical events in the order in which they occurred. 2.US.1.2. Compare features of modern-day living (food, shelter, clothing, transportation) to those of the past 2.E.1.2. Explain the importance of making informed decisions about spending, borrowing, and saving.*



## THIRD GRADE

**Conservation with Teddy Roosevelt**  
**Ranger Ron**  
**45 minutes**

By following the life of Teddy Roosevelt from young collector/naturalist to great conservationist and participating in an observation and note taking exercise, students will understand the meaning and purpose of conservation. They will learn the impacts that humans have on plant and animal habitats and explore some of the ways that we as individuals and citizens can preserve natural resources. *Life Science Standard 3.L.3.2. Students are able to describe ways humans impact air, water and habitat quality. Science Technology, Environment & Social Studies Standard 3.S.1.1. Students are able to recognize ways to recycle, reuse, and reduce consumption of natural resources.*

# RUSHMORE RANGERS IN THE CLASSROOM

January 21 - April 11

## FOURTH GRADE

### Life on the Rock

Ranger Marvin 45 minutes

Using a PowerPoint presentation, hands-on specimens and classroom discussion students will learn about some of the types of life forms that exist at Mount Rushmore and how adaptations have made it possible for life to survive there. Students will also learn about the important relationships these life forms have with each other by creating simple food chains and discussing how changes in population or environment can effect the individual organisms and the chain as a whole. *Life Sciences Standard 4.L.2.1. Students are able to identify behavioral and structural adaptations that allow a plant or animal to survive in a particular environment. 4.L.2.2. Students are able to explain how a size of a population is dependent upon the available resources within its community. 4.L.3.1. Students are able to describe the flow of energy through food chains and webs.*

### The Lakota and the Bison: A Special Relationship

Ranger Matt 45 minutes

Bison inhabiting the plains surrounding the Black Hills once numbered in the millions. The Lakota have a special relationship with the bison through legend and the animal's every-day usefulness. Various parts of the bison provided the Lakota with many items vital to daily survival on the plains. Students will hear a traditional Lakota legend about the bison and learn how different parts of the animal were used. Genuine bison parts will be on hand for students to observe. Students will need crayons or colored pencils. *U.S. History Standard 4.US.1.1 Students are able to explain factors affecting the growth and expansion of South Dakota: Identify historic tribes. Geography Standard 4.G.2.1 Students are able to describe how the resources of various regions and the state of South Dakota affected the growth of each.*

## FIFTH GRADE

### Flags, Faces and Freedom: How would you describe Freedom?

Ranger Craig 45 minutes

One of the themes at Mount Rushmore National Memorial is freedom. During this program the students will learn about meanings of freedom. Using presidential quotes, and working in cooperative discussion groups, students will write a paragraph on freedom. Students will know key individuals and events that led to the development of freedoms in America. *U.S. History Standard 5.US.1.3. Students are able to identify influential people and key events during the American Revolution. 5.US.1.2. Students are able to define and describe the roles of democratic government of the United States.*

### Life on the Rock

Ranger Marvin 45 minutes

Using a PowerPoint presentation, hands-on specimens and classroom discussion students will learn about some of the types of life forms that exist at Mount Rushmore and how adaptations have made it possible for life to survive there. Students will also learn about the important relationships these life forms have with each other by participating in creating a web of life and experimenting with changes to that web and discussing the effects of that change. *Life Sciences Standard 5.L.3.1. Students are able to describe how natural events and/or human influences may help or harm ecosystems. 5.L.3.2. Students are able to analyze the roles of organisms to determine the transfer of energy using an energy pyramid model. 5.L.3.3. Students are able to describe how interrelationships enable some organisms to survive.*



# RUSHMORE RANGERS IN THE CLASSROOM

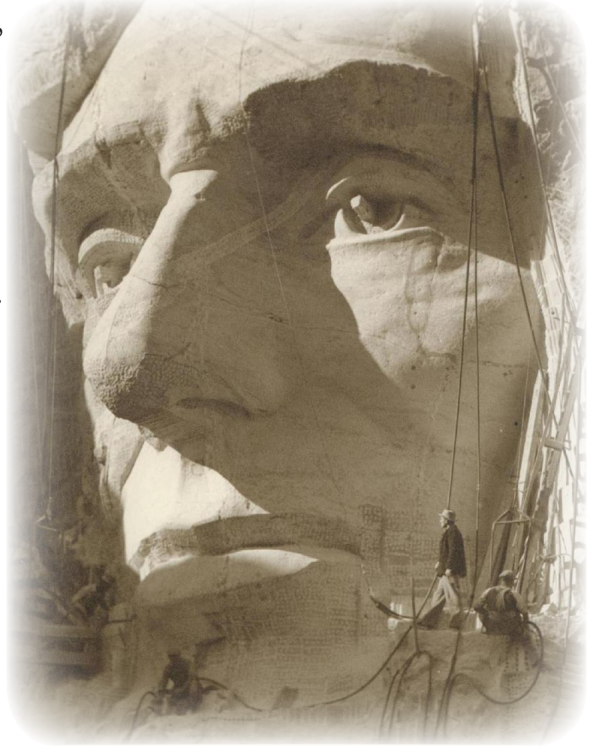
January 21 - April 11

## MIDDLE SCHOOL

### SIXTH AND SEVENTH GRADES

#### Thinking Outside the Box: The Carving of Mount Rushmore Ranger Jason time flexible

Using tools such as critical thinking, teamwork and problem solving, students will assume the roles of sculptors at Mount Rushmore, inventing techniques for carving this granite mountain. After presenting to the class their team's approach, students will hear about how the sculptor Gutzon Borglum thought creatively, solved problems and found unique ways to carve on this monumental scale. Through class discussion students will explore how the four presidents on the mountain challenged conventional wisdom and achieved great things in the process. *Communication Arts Standards 6.S.1.2. Students are able to organize presentations according to main ideas and supporting details. 7.S.2.2 Students are able to choose presentation strategies to match audience and purpose.*



### EIGHTH GRADE

#### Lincoln and the Civil War: What makes a great President? Ranger Jason time flexible

Abraham Lincoln, a self taught prairie lawyer from Kentucky became an iconic symbol of strength and freedom. This program will focus on Lincoln and his path to the presidency. Using Lincoln's words, from his speeches and writings, the class will work to identify what makes Lincoln stand out. Through class discussion, we will talk about this man's journey and how his legacy is remembered today. This program is designed to build upon the students' existing knowledge of President Lincoln and the Civil War. *Social Studies Standards 8.US.1.3. Students are able to describe the sources of conflict, key individuals, battles, and political documents of the Civil War period. 8.US.2.3. Students are able to summarize the impacts of the Civil War on American culture and philosophies. 8.C.1.4. Students are able to describe the impact of the Civil War on the United States government.*

## HIGH SCHOOL

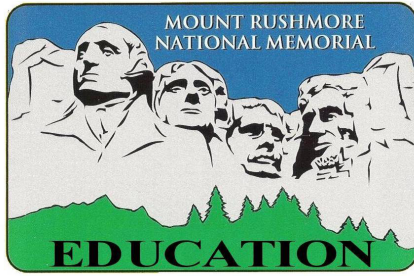
### Research Like a Ranger

#### Ranger Amy time flexible

Research and presentation skills are not only useful tools for a successful academic career, but they are also vital for any professional track. Through the use of research methods and presentation skills, students will discover the importance of critical thinking and having an organized approach to research. Mirroring research done at Mount Rushmore, a sample historic topic surrounding the life and administration of Thomas Jefferson will be used to demonstrate skills that students can use on any research subject. Students will analyze primary sources and other publications to evaluate the perspective, context, and usefulness of a variety of resources. Through small group discussion, students will develop potential research topics and present them using professional presentation methods. *Program developed based on the National Center for History in Schools Historical Thinking Standards 2a: Identify the author or source of the historical document or narrative and assess its credibility, 4a: Formulate historical questions, and 4c: Interrogate historical data*

# Video Conferences

February 4 - April 25



Bring a Park Ranger into your classroom with our interactive video conferences. Choose from a wide variety of topics that allow your students to explore the history of our country and the meaning of our memorial. Lessons include instruction by teaching rangers, visual displays, multimedia demonstrations and student activities. Join a network of classes around the state and around the nation in unique learning opportunities.

For more information on our video conferences and program dates,  
please check online at the Digital Dakota Network  
<http://ddnvideo.sd.gov/>

## Mountains of History



Mountains of History: Teaching American History through the Black Hills, is a professional development experience designed to deepen teachers' understanding of our nation's history as well as develop effective teaching strategies in history education for elementary and secondary students. Mountains of History 2.0 extends the established program with online coursework, field studies at Mount Rushmore and Crazy Horse and field trips to regional historic sites. Teachers assume the role of historians, analyze primary source documents, attend lectures, and conduct historical research.

Mountains of History 2.0 continues a collaborative project between Mount Rushmore National Memorial, Crazy Horse Memorial, Technology and Innovation in Education (TIE), Chiesman Foundation for Democracy and Black Hills State University. Teachers of history in grades 4,5,8 and 11 in schools in ESAs 5, 6, 7 who have been identified for school improvement receive first priority for enrollment. History teachers from other schools and grade levels in those areas are also eligible to apply.

For more information on Mountains of History, please check online at  
<http://www.tahbh.org>

# Mount Rushmore National Memorial



## 2008 Education Programs

### Key Dates for 2008

January 21 - April 11                      Rangers in the Classroom Season

February 4 - April 25                      Video Conference Season

April 14 - May 16                          Field-Trip Season

April 19 - 27                                  National Park Week

**Please Register for Programs Online at [www.nps.gov/moru](http://www.nps.gov/moru)**

Applications should be submitted at least 2 weeks prior to your requested program date

**If you have any questions, please contact:**

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**Newsletter available online at [www.nps.gov/moru](http://www.nps.gov/moru)**